TRAINING FOR VILLAGE WORK

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CHAPTER I

THE REASON

"I would rather the N.E.S. movement spread more slowly than take into service imperfectly trained Village Level Workers." What is the significance of this statement by the Deputy Chairman of the Planning Commission? Why has such great importance been attached to the provision of training facilities in the community development programme?

The answers to these questions lie in the peculiar needs of our villages and the mental outlook of people who have been living in virtual seclusion for centuries, untouched by new ideas and new developments in the world around them.

Conditions in rural India—the backwardness, the ignorance, the grinding poverty—are well known and there is no need to describe them in detail here. It is sufficient to say that the social and economic conditions need a great deal of improvement. This is recognized in our Five Year Plan. The national leaders were quick to realize that any large-scale plan of improvement must be based on the villages, for here is the heart of India, where 80 per cent of her people live.

In the Plan, therefore, the improvement of village life was given the highest priority. There were, however, enormous difficulties to be tackled. So much had to be done in every village, and there were 558,000 villages in the country! How could we with our small resources improve life in all these villages? And again, what sort of programme was to be presented to people to whom modern ideas and knowledge were a closed book?

As far as the first problem was concerned, we knew

that we could not hope to extend the welfare programme to every village in India overnight. We would have to make a small beginning in a few selected areas, expanding the development programme from these until the whole country was covered. We also knew what we were going to do about the second problem. We were not going to commit the mistake of building a school here, a well there and an irrigation channel in some third place and then sit back feeling that we had made a great contribution to the well-being of the rural people. No, we were going to do something better, something entirely and breathtakingly new.

We had already decided that our Plan would be a people's Plan, in which the people themselves would actively participate for their own improvement. Here was a golden opportunity of putting our ideas to the test. We would get the people to help themselves !

This sounded very fine, but how were we going to do it. Would the people have the same enthusiasm as the planners, and would they co-operate? Obviously we could not leave the matter to chance, relying on the good sense of the villagers to come forward to help in their own improvement. We had first to convince them that they needed improvement! For this, we decided to send agents into the villages who would work with the people shoulder to shoulder, first winning their confidence and then creating in them a desire to improve their agriculture and their living conditions. We would thus provide the spark which would light a fire in their hearts. Then, once the fire was lit, we would feed it. We would help them to grow bigger and better crops through improved methods, to build roads, houses and schools and to take other steps on the path to a better life.

All this we decided to do, and all this we are doing. We have called this process of taking scientific knowledge to the villages "extension work", and the agents who have direct dealings with the people—the Village Level Workers (Gram Sevaks), Social Education Organizers and others—are extension workers.

It is easy to see that the success of our community development programme depends in the final reckoning on the extension workers and their method of approach. It is no simple task to gain the confidence of people whose past experience of officials and other strangers from the towns has not been happy. A village agent must have infinite tact and patience apart from an engaging personality. If he makes a mistake the villagers will at best lose interest; at worst they may become bitterly hostile to the programme.

This being the case, it is very important that we should have good men for the work. Obviously we cannot just pick up our village workers from the employment market, although there are millions of our countrymen in need of jobs. If we were to do so we might get some good agents, but with them would come at least twice as many bad ones who would undo the work of the others.

How then can we ensure that we get good workers? We must first of all make a careful selection of persons of the right type—those who are enthusiastic about the programme and are capable of inspiring the villagers to action. Enthusiasm, however, is not the only requirement. Such people must also have a good knowledge of village conditions and how they can be improved. This knowledge is very necessary, for those who go to the villages as guides and teachers will not command the respect of the villagers if they themselves are unable to perform the ordinary farm and home tasks and show by actual demonstration that their new methods are better.

Extension workers thus have to bear a very heavy burden. The only way we can ensure that they are equal to the task is by giving them a thorough training. Indeed, without training the whole community programme is lost. This, then, is the reason why we attach such importance to the proper training of personnel for village work.

CHAPTER II

THE PERSONNEL

We know that the National Extension Service is to cover a quarter of the total rural population of India during the First Plan period, spreading throughout the country during the Second Plan. We have also seen why we need trained people for the work of helping the villagers to improve their lot. Let us now see what numbers of trained personnel we need in the various categories.

It is not difficult to calculate this once we know the staffing pattern of a Block, i.e., the types and numbers of workers wanted. The following table gives some indication of the staff needed up to the Block level for a National Extension Service Block of 100 villages :

Block Development Officer	1
Extension (Group Level) Officers (for Agriculture, Animal Husbandry, Co-operation and Panchayats)	3
Social Education Organizers (1 man and 1 woman)	2
Overseer with public health bias	1
Village Level Workers (Gram Sevaks) ..	10
Accountant-cum-Storekeeper	1
Typist Clerk	1
Class IV staff	3

In a Development Block under the Community Projects the programme is more intensive and the following additional staff are required :

Woman Village Level Workers (Gram Sevikas)	2

Stockmen (Veterinary)		..	..	2
Messengers (Veterinary)	..	..	..	2
Medical Officer	..	..	..	1
Compounder	..	..	..	1
Lady Health Visitor	..	..	..	1
Midwives ..	..	..	..	4
Sanitarian (Health Educator)		..	..	1
Sweepers	..	..	..	2

If we remember that 1,200 Blocks are to be taken up during the First Plan, of which 700 will be under the intensive community development programme, we can say that roughly about 40,000 personnel of the categories shown above will be required. Of these, about 12,500 will be Village Level Workers.

However, the lists only show the workers needed up to the Block level. Not included are the personnel of the State Governments' development departments (including school-teachers) and supervisory and administrative staff at other levels. The number of school-teachers in these areas alone will, it is estimated, be over 38,000 at the end of 1955-56. Altogether, we may say that about 84,000 people will be engaged in the extension programme by the end of the First Plan. This number will rise to 350,000 by the time the programme covers the whole country during the Second Plan.

Broadly, we can divide the workers into four types. These are (a) Village Level Workers; (b) Social Education Organizers; (c) Block Development Officers; and (d) Extension Officers—experts in health or farming, overseers, engineers, etc.

Let us now see what steps we have taken to train these various types of personnel.

CHAPTER III

THE TRAINING FACILITIES

Proceeding category by category, we will first examine the facilities that have been provided for training Village Level Workers.

Before the Five Year Plan was drawn up, several experiments in village improvement had already been undertaken at Sriniketan, Gurgaon, Etawah, Sewagram and elsewhere. Each of these had its own individual line of approach. Then, early in 1952, the Ministry of Food and Agriculture with the help of the Ford Foundation took up a new extension scheme simultaneously in five States. Development projects were started in all these States, each covering 100 villages. A new feature was the setting up of a centre in each project to train extension workers.

Thus, five extension training centres were in operation when the first group of Community Projects was inaugurated on October 2, 1952. To meet the needs of the new village programme, it was decided to open 29 more centres. Even these proved insufficient to satisfy the demand for more and more Gram Sevaks as the new venture got under way, and so more centres were opened. At present there are 43 extension centres where a six-month course is given in extension work. To provide intensive training in agriculture to Gram Sevaks, basic agricultural wings have been attached to 18 training centres and 30 new basic agricultural schools have been opened.

By the end of June 1955 about 8,300 workers had been trained in extension and 2,400 were under training. At the same time, 2,400 had been trained in basic agriculture

and 2,700 were under training. While the extension training facilities are fairly substantial in the light of our present needs, obviously we are going to require very many more centres during the period of the Second Plan, when the programme is to spread over the entire country. It is planned, therefore, to convert ten existing centres to double-shift work and to open eight single shift and ten double shift new centres for extension training. Twenty-five new basic agricultural schools are also to be opened and new basic wings attached to 16 extension centres.

The community programme is a programme for all—men, women and children. To secure the co-operation of the village women, there is a provision for two women Village Level Workers (Gram Sevikas) per block. These Gram Sevikas are trained in special home economics wings attached to some of the extension training centres. Eight home economics wings sponsored by the Ministry of Food and Agriculture began functioning in July 1955. Two more have since been opened in Kasturbagram, Indore, and the Shivaji Educational Institute, Amravati.

Social Education Organizers

Coming to the second category of workers, the Social Education Organizers, we find that there are six centres for the training of such personnel. These are at Nilokheri, Rajendranagar (Hyderabad), Gandhigram, Allahabad, Santiniketan and Baroda. Three more are being set up, at Ranchi—for specialized training of S.E.Os. to be posted in tribal areas—Belur and Udaipur.

It is planned to establish two more centres to meet the requirements of this category of personnel during the Second Plan period.

Block Development Officers

The training given to Village Level Workers and Social Education Organizers is basic training, as these people are new to their work. Block Development Officers, on the other hand, are normally drawn from the services and need no basic training for the administrative duties they have to

perform. What is required of them, however, is a change from the stiff and aloof attitude of officialdom to one of friendly interest and co-operation.

Three training centres—at Nilokheri, Rajendranagar (Hyderabad) and Ranchi—are giving Block Development Officers this reorientation of outlook. So far, more than 530 B.D.Os. have received orientation training. It is proposed to open two more centres during the next Plan.

Extension Officers

So far we have touched on the training facilities available for the categories of personnel most closely connected with the over-all development programme. There are, however, a host of other people, specialists most of them, each concerned with just one aspect of the programme. Together they form a broad group variously described as Extension Officers, Group Level Workers and Subject Matter Specialists. However, here too we can distinguish :

(i) Extension Officers in agriculture, animal husbandry, co-operation and cottage industries, who are stationed at each Block headquarters, and

(ii) Others like health personnel, overseers, engineers, etc.

The four specialists at the Block headquarters are more closely identified with the programme than the others. Because of this, they have to undergo extension as well as specialized training. Extension training lasting two months is carried out at special wings attached to the extension training centres. The Agricultural Institute, Allahabad, also provides short extension courses in agriculture.

For specialists in agriculture and animal husbandry, the Ministry of Food and Agriculture are expanding the training facilities available in existing agricultural and veterinary colleges and are opening new colleges.

A scheme for training Co-operative Officers has been finalized. It envisages the setting up of eight centres which will cater to the needs of all the States. The course will last ten months.

The Khadi and Village Industries Board and the Small-scale Industries Board also are arranging to train those who specialize in their respective spheres as part of the scheme for the revival of the village economy. To start with, the Khadi and Village Industries Board is to admit 100 trainees deputed by the State Governments to its Central Training Centre at Nasik. There is a plan to set up regional centres to train 500 officers per year.

Block Level Officers for Small-scale Industries are being trained in the four regional service institutes set up by the Small-scale Industries Board.

Among the other specialists needed for improvement work in the villages are doctors, nurses, teachers, compounders, sanitary inspectors, lady health visitors, overseers, arts and crafts supervisors, mechanics and engineers. Some of these are directly recruited; others are State Government employees whose assistance is available to the villagers in the normal course.

Obviously, the State Government experts do not require any further training. At most some of them may need a short orientation course so that they may associate themselves more closely with the programme. These people are already in service. For our vast programme we do, however, need to recruit many more trained personnel. How are we to get them?

There are two possible ways. One is by expanding the training facilities in all the technical schools and institutes in the States. The other is by setting up new centres.

For instance, our need of more health personnel is being met by providing additional facilities for training lady health visitors, midwives and auxiliary nurse-midwives in hospitals and health schools. The Ministry of Health have also set up three centres at Najafgarh (Delhi), Singur (Calcutta) and Poonamallee (Madras) to give orientation courses in public health to medical and health personnel working in the community development areas and others posted to those areas.

Then there is a scheme for attaching workshops to 25 of the extension centres for training village blacksmiths,

carpenters and other craftsmen. Everywhere we need more trained workers—more teachers, more overseers, more operators of tractors, more mechanics. Our training centres and technical institutions are working at high pressure and new ones are continually being added in the endeavour to provide sufficient numbers of skilled personnel for the gigantic betterment programme we have taken in hand.

CHAPTER IV

THE TRAINING

We now have a broad picture of the various types of personnel needed and the extent of the training facilities available for them. What of the training itself? How do our centres prepare agents for village work?

As in the previous chapter, we will start by seeing what training is given to the agent round whom the whole programme revolves—the Gram Sevak or Village Level Worker. With the V.L.W., as with any other agent, the training has to bear a close relation to the functions he will have to perform. So we come down to the basic question: What is the job of the Village Level Worker?

The community development programme is a co-operative programme, and the Village Level Worker is the agent actively concerned with bringing about this co-operation. To do this effectively he must have a very good knowledge of farming, including the ability to discuss and demonstrate new methods, and also know something about animal husbandry, health and sanitation, housing and other aspects of rural life so that he can help the villagers in the solution of their problems and thus win their confidence. The V.L.W. cannot, of course, be an expert in all these fields. If a particular problem is too difficult for him to solve, he calls in an expert from headquarters. A specialist, however, cannot be summoned for every little problem. So the Village Level Worker must have a working knowledge of all these subjects to enable him to provide intelligent answers to questions that are put to him in his daily routine.

All this adds up to the fact that the Gram Sevak is a

multi-purpose worker. For this reason his training also must be broad-based.

How do we select people for training as Gram Sevaks? First of all, the minimum educational standard laid down is the matriculation. This is necessary because the Gram Sevak has to be able to pick up a great deal of knowledge quickly and pass it on to others. This qualification is relaxed only in the cases of ex-servicemen and those possessing Diplomas in Agriculture. The candidate must also be physically sound, and young enough to be able to lead a strenuous life. Generally, the most active Gram Sevaks are to be found in the 20-24 age group. Marriage is not necessarily a bar, and where the wife herself wishes to become a Gram Sevika or otherwise help in village work such a thing is indeed very welcome.

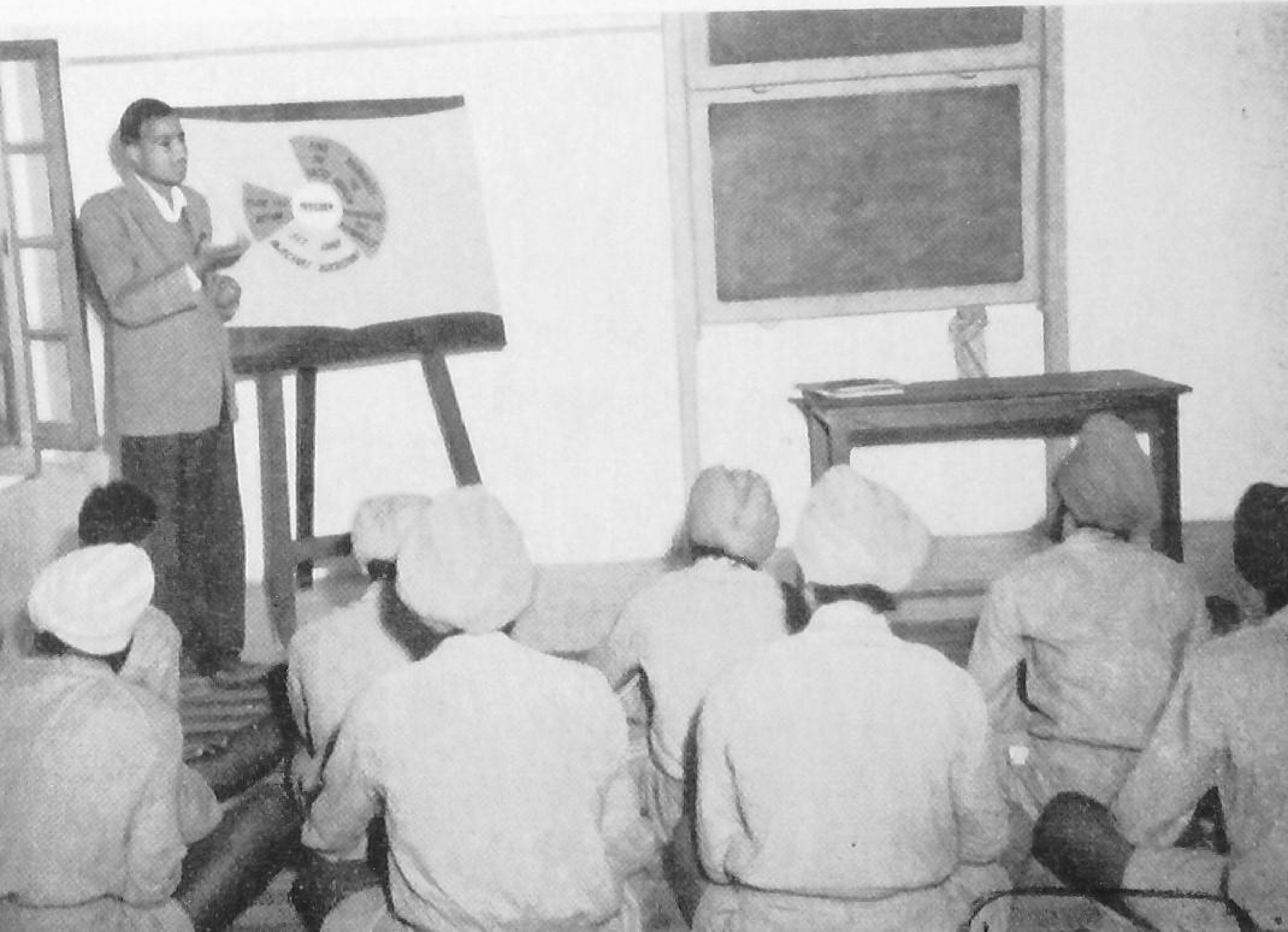
Finally, the candidate must have a rural background. Now that we have training centres throughout the country, it is possible in most cases to recruit and train Gram Sevaks in their home regions. This has the advantage not only of enabling the training to be conducted in the regional language, but the newly trained V.L.W. can be posted in an area of which he has an intimate knowledge and where he is more acceptable to the people than a stranger would be. In practice it has, however, been found advisable not to include the Gram Sevak's own home village in his area of operation.

The selection of candidates for training is usually made by a State Selection Committee, which includes both the Development Commissioner and the Director of Agriculture. The Committee looks for those who seem capable of inspiring the people to community effort. Selection at this high level is necessary because care has to be taken that only the right people are admitted to the centres. Much time, money and effort are wasted if a candidate is found unsuitable during the training period itself.

When the community programme first started, the training period for Gram Sevaks was only six months, as there was an urgent need of workers to man the Blocks. It was soon found, however, that this period was far too short

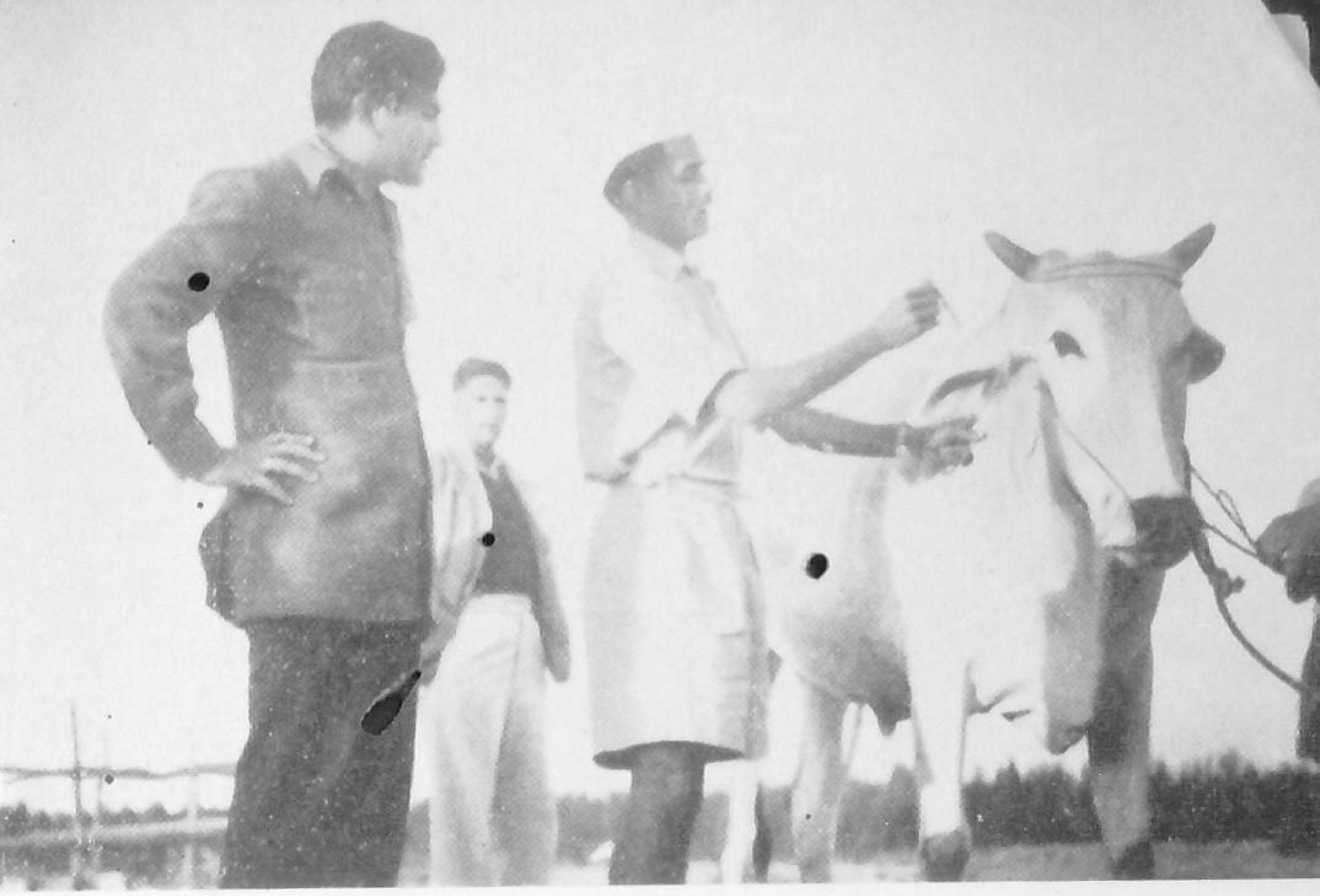
Trainees learning the techniques of the handloom industry

Class-room lecture at a training centre



Practical training being given in farming

Project Officers constructing a drainage channel

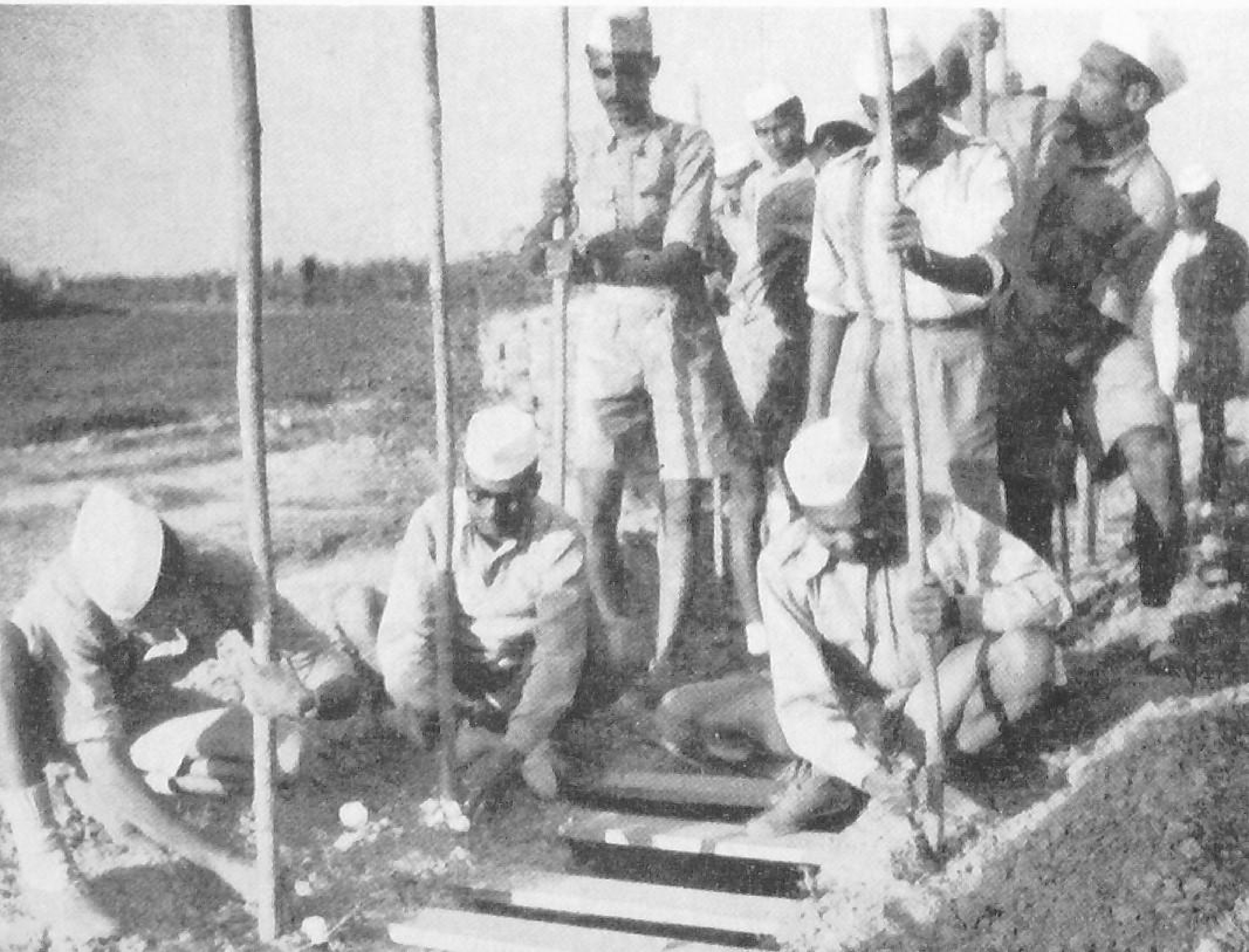


Attending to cattle is part of the gram sevak's training

Trainees in the carpentry shop

Gram sevikas working in a paddy field

Learning how to prepare trench latrines



for the trainee to absorb all the knowledge and skill he was expected to possess in field work. The period has now been extended to 18 months. For the first year the trainee attends the basic agricultural school or wing attached to the centre in order to receive a solid grounding in farming. The subjects included in the syllabus are:—

1. Agriculure
2. Animal Husbandry, Dairying & Veterinary Science
3. Horticulture and Vegetable Farming
4. Plant Protection
5. Agricultural Engineering
6. Climatology, and
7. General Extension

This training is very necessary if the Village Level Worker is to make any impression on people to whom farming is the breath of life.

The remaining six months of the course are devoted to training at the extension centre in the philosophy and principles of extension work and all aspects of rural life. The syllabus here includes:—

1. Agriculture (inclusive of Animal Husbandry, Horticulture and Agricultural Engineering).
2. Rural Extension Service
3. Health, Hygiene and Sanitation
4. Social Services and Adult Education
5. Civics, Gram Panchayats and Co-operatives
6. Village Industries

Details of the syllabus vary from State to State to suit local conditions, but the broad principles remain the same. Increasing attention is being paid to co-operatives—as the programme itself is basically a co-operative movement—as well as to village industries.

Field work forms an important part of the training. A regular N.E.S. Block is attached to each centre to enable the trainees to get practical experience of the difficulties they are likely to meet when they are on their own. This also helps them to test the value of their newly acquired knowledge under actual working conditions.

Gram Sevaks, though they live and work with the

village people, are at a disadvantage in one respect; being men, it is difficult for them to secure the support of the village women and their participation in the programme. We cannot, however, afford to leave out half the community in this way and expect our efforts to succeed. So we have started training women Village Level Workers (Gram Sevikas) to carry the programme to the women of the villages.

The Gram Sevika does not attend the extension centre itself but receives a year's training at a home science wing attached to a centre. This course includes the following subjects :

1. Cooking and Nutrition
2. Tailoring, Sewing and Darning
3. Maternity and Child Care.
4. Housing and Home Arrangement
5. Health and Sanitation
6. Handicrafts
7. Extension
8. Agriculture, and
9. Co-operation

As in the case of the Gram Sevak, practical training is conducted in the village near the centre.

Social Education Organizers

Coming to our next category, we have first to see what social education is and how it fits in with our aims.

For this purpose we have to remember that the community programme is not merely concerned with targets of greater production, more houses, more wells, etc. The aim of our programme is not just better living but better living through community effort. Social education is the means whereby we get people to think not as individuals but as a team and to work together for improvements which will benefit them all. In other words, the value of social education is that it prepares the minds of the villagers to receive the community programme.

How is this done? What activities can we group together as social education? These are questions which may

well be asked. Simply, we include all those activities where people are brought together for self-improvement, such as adult literacy, recreational and cultural activities, dramatic clubs and melas, physical drill, youth and women's clubs and the development of community centres. These activities are calculated to rouse the villagers to take an interest in themselves. They begin to desire a richer and fuller life and therefore respond more readily to a programme which has this very end in view.

The agents whom we send to the villages to capture the people's minds in this way are called Social Education Organizers. Let us see what sort of training we give them for the purpose.

As the Social Education Organizer deals largely with educational and cultural activities, we have to insist on a higher standard of education than in the case of the Village Level Worker. Only graduates are, therefore, accepted. Other desirable qualifications are a Degree in Social Sciences or past experience in social work and readiness to serve in the villages.

The basic training course lasts five months. The theoretical side consists of the following five groups of subjects, for which detailed syllabi have been prepared by the Community Projects Administration :

1. Rural Economics, Civics and Co-operation
2. Social Sciences
3. Village Extension Services
4. Religion, History and Culture.

Besides, the trainees are taught the use of audio-visual equipment. They learn how to prepare reading matter for neo-literates as well as charts, posters, etc. Special attention is paid to subjects like agriculture, citizenship, sanitation, literacy and recreation.

On the practical side, the trainees go into the villages and get to know the people. They talk to the villagers individually and in groups about local problems, trying to rouse in them a spark of desire for self-improvement. The problems they come up against are discussed during lecture

hours back at the centre, and thus theoretical and practical training is co-ordinated.

A considerable number of S.E.O. trainees are women, as social education is a field to which women are eminently suited.

Block Development Officers

Training, as we have seen, is of two types—basic and orientation. Of the advantages of basic training, such as is given to the Gram Sevaks and Social Education Organizers, there can be no doubt. It is less easy to see the necessity of the six-week orientation course that every Block Officer has to undergo.

For a proper understanding, we must look back to the time when India was under foreign rule. During that period officials were a class apart. They collected taxes and administered the law but held themselves aloof, not mixing with the ordinary people, whom they tended to despise. In the countryside they had time only for the landlords and moneyed people. Small wonder then that the villagers looked on them with suspicion and hostility!

Then came Independence and our decision to make India a Welfare State. In the changed set-up, the official mind has also to change. A new urgency has been given to the problem by the introduction of the Community Projects and the National Extension Service. Officials have to climb down from their ivory towers and set about winning the confidence and co-operation of the people.

This is particularly important for the officers who have been placed in charge of Development Blocks. They have to rub out the shadow of the past and make themselves acceptable to the villagers before the latter will undertake development work under their guidance. The orientation training centres are helping the Block Development Officers to acquire this new outlook.

The principles underlying the six-week course given at these centres are (1) the training programme is "job-oriented", and (2) the approach to training is a "problem approach." These terms sound very learned and obscure,

but all they mean is that the training must be closely related, firstly, to the actual work (i.e. job) of the Block Officer and, secondly, to the problems he will come up against.

The syllabus itself is divided into five broad groups. These are :

(1) Understanding and development of the objectives of the Five Year Plan and the Community Projects Programme
(2) Building up of Programmes
(3) Execution of Programmes
(4) Administration and Staff, and
(5) Evaluation of Programmes.

The training is supplemented by lectures given by specialists in various aspects of rural work.

For Block Development Officers to take full advantage of this short orientation course it is necessary that they should have had some preliminary training in their respective States or at least a few months' field experience. A number of States have now set up training centres in which these officers get to know the special conditions in their areas, the laws, customs, etc. In their selection itself care is taken to choose only those who have shown in their work some aptitude for the human side of administration.

Extension Officers

Each Development Block, as we have seen, has four Group Level Extension Officers for agriculture, animal husbandry, co-operation and panchayats and cottage and small-scale industries, respectively.

The facilities for giving these officers, who are all graduates, specialized training in their various subjects have been described in the previous chapter. Their training in extension work is carried out, as far as possible, at the extension centres along with the Gram Sevaks. This makes for a feeling of fellowship which is most valuable in the field. At these centres, the two-month course for Group Level Workers covers the following subjects :

1. Rural Extension Service
2. Widening the Villagers' Horizon, Participation and Social Education
3. Important preliminaries of extension activities
4. Technique of supervision, help and guidance of lower field workers
5. Agriculture
6. Horticulture
7. Plant Protection
8. Animal Husbandry and Veterinary work
9. Village Arts and Crafts
10. Health, Sanitation and Village Hygiene
11. Education
12. Co-operation
13. Panchayats
14. Roads, and
15. Recreation

During this training, the main emphasis is naturally on the Group Level Worker's specialized subject but, like the Village Level Worker, he must emerge with a clear picture of the aims and needs of the whole community development programme.

As regards the other subject-matter specialists, we have seen that we are very short of trained hands for village work and that we are trying to overcome this shortage by expanding training facilities in existing technical schools and institutions and opening new centres.

It is not our purpose here to describe the various courses followed at these institutions, for we would lose ourselves in a maze of details. Moreover, we are more concerned with how technical personnel can be smoothly fitted into the staffing pattern of the Development Blocks.

This can best be done by orientation training. The Health Ministry have led the way by setting up orientation centres where physicians, nurses, health visitors and senior sanitation personnel are trained for village work. The syllabus at such a centre consists of :

1. The Community Development Programme
2. Extension Techniques

3. Public Health
4. Health Education (Principles and Practices)
5. Communicable Diseases
6. Food and Nutrition
7. Environmental Sanitation, and
8. Maternity and Child Welfare

Orientation training is now also being given to village school-teachers, in recognition of their important role in village affairs. Steps are being taken to give every teacher in every Block a short-term training in extension work.

CHAPTER V

IN-SERVICE TRAINING

The various training programmes that we have described have the aim of fitting Gram Sevaks, Social Education Organizers and others for village work. The training of an agent, however, does not end at the centre. After he leaves he will continue to learn through experience how to meet new and unexpected situations.

There is another aspect. Ours is a changing world and new ideas, new methods are constantly coming to the fore. The village agent too has to keep abreast of the times. Here experience alone will not help: there must be some other means of instructing him in the latest developments. In other words, he must continue to have some form of training even while in service.

It is now recognized—though not much has been done in this matter so far—that after leaving the centre the newly trained worker can benefit greatly from what we may call Pre-service Apprenticeship at a working Project.

It is this way. Even at a centre where a N.E.S. Block is attached, the trainee is unable to acquire an intimate knowledge of the working of the Block. Nor does he participate in the day-to-day problems that arise and help in their solution. Therefore, when he leaves the centre he is not as yet completely equipped to handle field problems. This deficiency cannot be allowed, so it is planned to attach newly trained agents to working Development Blocks to gain field experience before being left on their own in new areas. A comprehensive Apprenticeship Training Scheme is now being prepared.

In-service training itself is mainly of three kinds :

(a) Refresher Course
(b) Periodical Meetings and Seminars, and
(c) Study Tours

Refresher Courses

Refresher Courses are a most valuable means of keeping workers in touch with the latest technological developments. They moreover help in finding solutions to the practical difficulties which the workers experience in the field.

Seminars

Conferences and Seminars also provide a useful method of training. As we have stressed earlier, learning is a continuous process. No one, not even the Development Commissioner, can claim to know everything about the working of a project and to be able to solve every problem that arises. In these meetings, the knowledge and experience of all personnel are shared. It has also been found that solutions to difficult problems are more easily discovered in the give and take of a general debate.

Not the least advantage of group meetings and discussions is that a spirit of comradeship is developed among workers at all levels as they mingle freely, helping them to pull together better as a team when they return to their allotted tasks.

The Community Projects Administration has so far conducted 11 Inter-State Regional Seminars. Of the six planned for the current year, one has already been held in Darjeeling. The States of Assam, Madhya Bharat, Bombay, Travancore-Cochin and Pepsu are to hold the others.

Study Tours

Meetings and Seminars help a Project worker to share the experiences of others and thus add to his knowledge. Another method of increasing knowledge is through Study Tours, which are based on the principle that seeing is believing. Persons at all levels, official and non-official, engaged in community development work are

taken on Study Tours of other Blocks. They examine the problems of these areas and the ways in which they are tackled, and also see what improved practices have been adopted for rural development.

These tours have a double advantage. For the visitors it means gaining more experience, greater knowledge and new ideas. To the personnel of the Block visited and the villagers themselves it brings a feeling of justifiable pride that their area has been selected as a show-piece. It is a compliment to them, and urges them on to greater efforts.

The C.P.A. has now launched an ambitious programme of Study Tours.

Broadly, we can say that in-service training helps to bring the entire development staff to a proper understanding of the aims of the community programme, the methods to use and how and when to employ them. We have made a good beginning in this direction. The need now is to expand all these various aspects of in-service training into a nation-wide programme so that a pool of ideas, knowledge and experience may be formed from which all workers, from the Development Commissioner down to the Gram Sevak, can freely draw for their individual enlightenment.

APPENDIX

LIST OF TRAINING CENTRES

Extension Training Centres

	State	*District*	*Location*
1.	Andhra	East Godavari	Samalkot
2.	Andhra	West Godavari	Gopannapalam
3.	Assam	Sibsagar	Barbheta (P.O. Jorhat)
4.	Assam	Gauhati	Khanapara
5.	Bihar	Patna	Patna
6.	Bihar	Muzaffarpur	Muzaffarpur
7.	Bihar	Ranchi	Kanke
8.	Bombay	Kaira	Anand
9.	Bombay	Poona	Manjri
10.	Bombay	Dharwar	Dharwar
11.	Madras	South Malabar	Parli
12.	Madras	Madurai	Gandhigram
13.	Madras	Coimbatore	Bhavani Sagar
14.	Madhya Pradesh	Chander	Sindewahi
15.	Madhya Pradesh	Hoshangabad	Powarkheda
16.	Madhya Pradesh		Betul
17.	Madhya Pradesh		Tharsa
18.	Orissa	Bolangir	Bolangir
19.	Punjab	Gurdaspur	Batala
20.	Punjab	Karnal	Nilokheri
21.	Uttar Pradesh	Lucknow	Bakshi-ka-Talab
22.	Uttar Pradesh	Almorah	Hawalbagh
23.	Uttar Pradesh	Gorakhpur	Gorakhpur
24.	Uttar Pradesh	Ghazipur	Ghazipur
25.	Uttar Pradesh	Bulandshahr	Bulandshahr
26.	Uttar Pradesh	Jhansi	Chirgaon
27.	West Bengal	Burdwan	Burdwan Farm
28.	West Bengal	Nadia	Fulia I
29.	West Bengal	Nadia	Fulia II
30.	West Bengal	Hooghly	Chinsurah
31.	Hyderabad	Hyderabad	Rajendranagar
32.	Hyderabad		Parbhani
33.	Jammu & Kashmir	Srinagar	Padgampura
34.	Madhya Bharat	Gwalior	Antri
35.	Mysore	Mandya	Visvesvaraya Farm
36.	Pepsu	Nabha	Nabha
37.	Rajasthan	Erinpura	Sheoganj
38.	Rajasthan	Kotah	Kotah
39.	Saurashtra	Junagadh	Junagadh
40.	Travancore-Cochin	Quilon	Koharakara
41.	Bhopal	Bhopal	Bairagarh
42.	Himachal Pradesh	Mahasu	Mashobra
43.	Vindhya Pradesh	Chhatarpur	Nowgong

Social Education Organizers' Training Centres

	State	*District*	*Location*
1.	Punjab	Karnal	Nilokheri
2.	Hyderabad	Hyderabad	Rajendranagar
3.	Madras	Madurai	Gandhigram
4.	Uttar Pradesh	Allahabad	Allahabad (Agricultural Institute)
5.	West Bengal	Birbhum	Sriniketan
6.	West Bengal	Howrah	Sardapith Bellur Math (Ramakrishna Mission)
7.	Bombay	Baroda	Baroda (University)
8.	Bihar	Ranchi	Dipatoli Camp
9.	Rajasthan	Udaipur	Udaipur (Vidya Bhavan Society)

B.D.Os' Training Centres

1.	Punjab	Karnal	Nilokheri
2.	Hyderabad	Hyderabad	Rajendranagar
3.	Bihar	Ranchi	Ranchi

Public Health Orientation Centres

1.	Madras	Chenyliputi	Poonamallee
2.	West Bengal	Hooghly	Singur
3.	Delhi		Najafgarh

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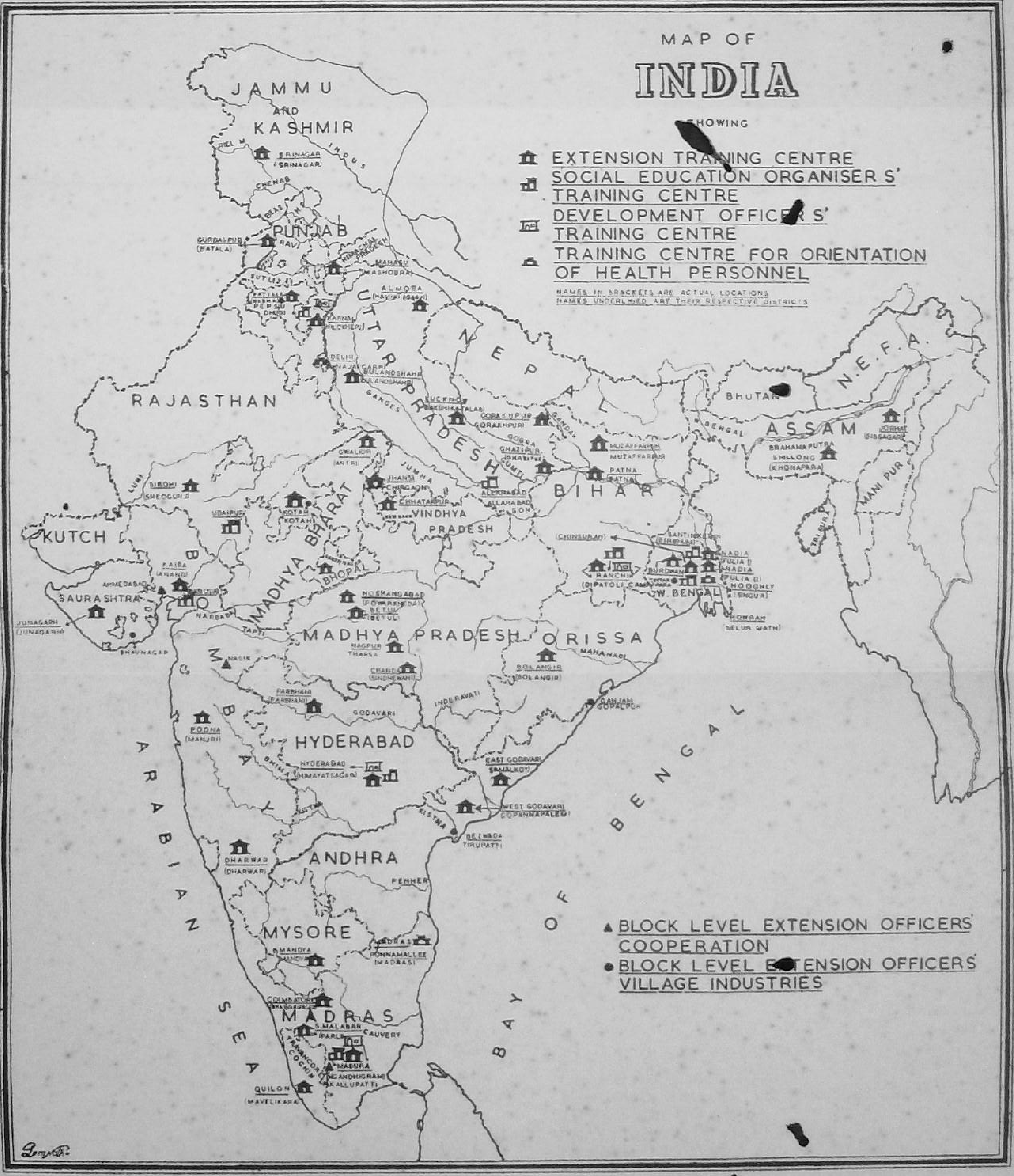

MAP OF
INDIA
SHOWING
EXTENSION TRAINING CENTRE
SOCIAL EDUCATION ORGANISER S' TRAINING CENTRE
DEVELOPMENT OFFICERS' TRAINING CENTRE
TRAINING CENTRE FOR ORIENTATION OF HEALTH PERSONNEL
NAMES IN BRACKETS ARE ACTUAL LOCATIONS
NAMES UNDERLINED ARE THEIR RESPECTIVE DISTRICTS
BLOCK LEVEL EXTENSION OFFICERS' COOPERATION
BLOCK LEVEL EXTENSION OFFICERS' VILLAGE INDUSTRIES
JAMMU AND KASHMIR
PUNJAB
RAJASTHAN
UTTAR PRADESH
NEPAL
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